

2019-2020 Academic Year
Winter Session 2020



DEPARTMENT OF POLITICAL SCIENCE
FACULTY OF ARTS

POLITICAL SCIENCE 402 – L01
Advanced Topics in Politics:
The Politics of Immigration: People, States, and Society

INSTRUCTOR: Elizabeth Pando Burciaga

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OFFICE HOURS: Mondays & Tuesdays 9:00-10:00 hrs

COURSE DAY/TIME: Mondays 17:00-19:45 hrs

COURSE LOCATION: SA 247

COURSE PRE-REQUISITES: 3 units in Political Science at the senior level

COURSE DESCRIPTION:

This course will examine immigration and citizenship, including the causes of modern migration, and how receiving states and societies respond to the movement of people across borders. The course is organized into three components. First, the course will address immigration from the point of view of those who leave their countries of origin: who are they and what factors prompt people to migrate? What factors account for migrants “feeling at home” in their new country? Second, the course will explore immigration from the point of view of states: how do states regulate migration? How are migrants differentiated and subject to different control/entry policies depending on how they are categorized? This component will also familiarize students with debates about multicultural vs assimilationist policies, and how states provide access to social services for immigrants. The third component will address immigration from the point of view of the receiving society: what are the economic impacts of immigration, and how do anti-immigration attitudes arise? Here, special consideration will be given to the media and how it shapes society’s understanding of immigration.

The course will adopt a lecture format. Topics discussed in class will not focus on a single nation-state, but instead, students will be exposed to the politics and policies of immigration in different countries, sometimes including cross-national and subnational comparisons. However, given that we live in one of the countries with largest percentage of foreign-born population, Canada will figure prominently in readings as well as during lectures. In addition to exposing

students to politics and policies on immigration in different world contexts, the readings will also familiarize students with different methodological approaches to the study of immigration.

COURSE OBJECTIVES & LEARNING OUTCOMES:

After completing this course, it is expected that students will have a critical understanding of how people's mobility across borders challenges traditional notions of citizenship to a political community. Students will also be able to provide an informed opinion on modern migration movements, their causes, and how people rebuild their lives in a country different than the one they were born in. Moreover, students will be able to explain and critically evaluate the policies of traditional migration receiving states, and how these policies have an impact on the incorporation of newcomers into the receiving society. Finally, students will be able to critically examine how modern societies are transformed as a result of immigration, including an understanding how different national contexts politicize immigration.

REQUIRED TEXTBOOK(S):

No textbook is required for this course.

Students are expected to read the assigned journal articles or materials for each lecture (see schedule of topics below). Links to the readings are provided in the schedule below. Readings not available online will be made available on the D2L course page: <https://d2l.ucalgary.ca>

COURSE COMPONENT WEIGHTS AND DUE DATES (as of March 16 2020):

COMPONENT	WEIGHTING	DUE DATES
Short written assignment	15%	February 3, 2020
Midterm exam	20%	March 2, 2020
Research paper	35%	April 8, 2020
Final exam	30%	April 23, 2020
Total	100%	

1. Short written assignment:

A short, written assignment is due in the course Dropbox in D2L by 23:00 hrs on February 3, 2020. The assignment should be between 700 and 750 words (about 3 pages), use 12-size font, be double spaced, with normal margins. Acceptable file formats are MS Word or PDF.

You will be required to find an English-language news article or news story in a newspaper, news magazine, or digital platform, which gives a lengthy treatment to the topic of immigration in an immigration receiving country (this can be a traditional immigration-receiving country or an emerging destination country). The article can discuss one country or group of countries (for example the European Union or North America). The article should be lengthy enough to

present at least two competing points of view on the matter(s) addressed. In addition, the piece should have been published within the last 3 years.

Using the concepts discussed in the course's introductory lecture mainly (for example citizenship, sovereignty, and exclusion, but you may employ concepts from other lectures as well), you will be required to do two things. First, identify the actors discussed, such as government agencies or officials, politicians, political parties, organizations of civil society, unions, immigrants, foreign governments, or others. Next, identify the competing ways in which actors employ notions such as citizenship, exclusion, rights, or sovereignty to justify their position on immigration and its effects on the receiving state/society.

In addition, you will have to provide either a (working) link to the original article, or include the article on a separate page (for example if the content is by paid subscription only or if you are using a print source). The original source/article is in addition to the required assignment length.

2. Research paper:

A research paper is due in the course Dropbox in D2L by 23:00 hrs on April 8, 2020. The paper should be between 2500-3000 words (10-12 pages), use 12-size font, be double spaced, with normal margins. Acceptable file formats are MS Word or PDF.

Essay topics and instructions will be provided in D2L under "Assignments."

3. Midterm examination:

There will be an in-class midterm exam on March 2, 2020, from 17:00 hrs to 18:15 hrs. The exam will cover material from the beginning of the course up until material covered on February 24, 2020. The exam will consist of multiple-choice questions and short answer questions. The exam will be closed-book. No aids will be permitted during the midterm exam (for example laptop computers, smart phones/tablets, notes, printouts of lecture slides, or others).

4. Final examination:

There will be a take-home final exam due in the course Dropbox by 18:30 hrs on April 23, 2020. This exam will consist of an essay-type question that will ask students to reflect on some of the material covered after the midterm examination. Students may use any notes, slides, or resources available to them in writing their essay. Detailed instructions on the essay question will be posted in D2L.

GRADE SCALE: The following grading scale will be used:

A+ (91-100)	B+ (77-79)	C+ (67-69)	D+ (55-59)
A (85-90)	B (73-76)	C (63-66)	D (50-54)
A- (80-84)	B- (70-72)	C- (60-62)	F (0-49)

WRITING STATEMENT:

Written assignments are often required in Political Science courses, including this one, and the quality of writing skills, including but not limited to such elements as grammar, punctuation, sentence structure, clarity, citation, and organization, will be taken into account in the determination of grades. Students are encouraged to make use of the services offered through Writing Support Services in the Student Success Centre (3rd floor of the Taylor Family Digital Library) or at <http://www.ucalgary.ca/ssc/writing-support>.

LATE PENALTIES:

Assignments received after the due date and time will receive a late penalty of 2% for every day they are late (weekends count as one day). Students requesting an assignment extension due to illness or similar reasons must support their request with official medical documentation or other suitable documentation.

COURSE SCHEDULE & TOPICS: The schedule is tentative and may change as the need arises.

DATE	TOPICS AND REQUIRED MATERIALS
January 13	Introduction “We” vs “They:” citizenship and immigration Crighton, B. 2017, May 20. Passports [Audio Podcast]. Retrieved from https://www.bbc.co.uk/programmes/p052spyb
Topic 1: People	
January 20	Causes of migration Labrianidis, L., & Sykas, T. (2017). Why high school students aspire to emigrate: evidence from Greece. <i>Journal of International Migration and Integration</i> , 18(1), 107-130. https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s12134-015-0468-3 Afifi, T. (2011). Economic or environmental migration? The push factors in Niger. <i>International Migration</i> , 49(s1). https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1468-2435.2010.00644.x

	<p>The immigrant experience</p> <p>Sapeha, H. (2015). Explaining variations in immigrants' satisfaction with their settlement experience. <i>Journal of International Migration and Integration</i>, 16(4), 891-910. https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s12134-014-0371-3</p> <p>Covington-Ward, Y. (2017). "Back Home, People Say America is Heaven": Pre-Migration Expectations and Post-Migration Adjustment for Liberians in Pittsburgh. <i>Journal of International Migration and Integration</i>, 18(4), 1013-1032. https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s12134-017-0511-7</p>
January 27	<p>Political engagement of immigrants</p> <p>White, S. E. (2016). Do Younger and Older Immigrants Adapt Differently to Canadian Politics? In A. Bilodeau (Ed.) <i>Just Ordinary Citizens?: Towards a Comparative Portrait of the Political Immigrant</i> (166-179). Toronto: University of Toronto Press.</p> <p>Scuzzarello, S. (2015). Political participation and dual identification among migrants. <i>Journal of Ethnic and Migration Studies</i>, 41(8), 1214-1234. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=102856913&site=ehost-live</p> <p>Itzigsohn, J. (2000). Immigration and the boundaries of citizenship: the institutions of immigrants' political transnationalism. <i>International Migration Review</i>, 1126-1154. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2675977</p> <p>Palop-García, P. (2018). Contained or represented? The varied consequences of reserved seats for emigrants in the legislatures of Ecuador and Colombia. <i>Comparative migration studies</i>, 6(1), 38. https://doi.org/10.1186/s40878-018-0101-7</p>
Topic 2: States	
February 3 Short Assignment Due	<p>Theories of immigration policies</p> <p>Freeman, G. P. (1995). Modes of immigration politics in liberal democratic states. <i>International migration review</i>, 29(4), 881-902. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/2547729</p>

	<p>Givens, T., & Luedtke, A. (2005). European immigration policies in comparative perspective: Issue salience, partisanship and immigrant rights. <i>Comparative European Politics</i>, 3(1), 1-22. http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/38119628?accountid=9838</p> <p>The state, immigration, and gender</p> <p>Staab, S., & Maher, K. H. (2006). The dual discourse about Peruvian domestic workers in Santiago de Chile: class, race, and a nationalist project. <i>Latin American Politics and Society</i>, 48(1), 87-116. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/4490450</p> <p>Roggeband, C., & Verloo, M. (2007). Dutch women are liberated, migrant women are a problem: The evolution of policy frames on gender and migration in the Netherlands, 1995–2005. <i>Social policy & administration</i>, 41(3), 271-288. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-9515.2007.00552.x</p> <p>Luibhéid, E. (2006). Sexual regimes and migration controls: Reproducing the Irish nation-state in transnational contexts. <i>Feminist review</i>, 83(1), 60-78. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/3874383`</p>
February 10	<p>Control and entry policies</p> <p>Triandafyllidou, A., & Ambrosini, M. (2011). Irregular immigration control in Italy and Greece: Strong fencing and weak gate-keeping serving the labour market. <i>European Journal of Migration and Law</i>, 13(3), 251-273. https://doi-org.ezproxy.lib.ucalgary.ca/10.1163/157181611X587847</p> <p>Cornelius, W. A. (2005). Controlling ‘unwanted’ immigration: Lessons from the United States, 1993–2004. <i>Journal of Ethnic and Migration Studies</i>, 31(4), 775-794. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=17395008&site=ehost-live</p> <p>Akbari, A. H., & MacDonald, M. (2014). Immigration policy in Australia, Canada, New Zealand, and the United States: An overview of recent trends. <i>International Migration Review</i>, 48(3), 801-822. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/imre.12128</p> <p>Acosta Arcarazo, D., & Freier, L. F. (2015). Turning the immigration policy paradox upside down? Populist liberalism and discursive gaps in South America. <i>International Migration Review</i>, 49(3), 659–696.</p>

	https://onlinelibrary-wiley-com.ezproxy.lib.ucalgary.ca/doi/full/10.1111/imre.12146
February 17	No class
February 24	<p>Classifying immigrants</p> <p>Chauvin, S., & Garcés-Mascareñas, B. (2014). Becoming less illegal: Deservingness frames and undocumented migrant incorporation. <i>Sociology Compass</i>, 8(4), 422-432. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/soc4.12145</p> <p>Luin Goldring, Carolina Berinstein & Judith K. Bernhard (2009) Institutionalizing precarious migratory status in Canada, <i>Citizenship Studies</i>, 13:3, 239-265. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13621020902850643</p> <p>Diab, S. (2015). Fear and (In) Security: The Canadian Government's Response to the Chilean Refugees. <i>Refuge: Canada's Journal on Refugees</i>, 31(2). https://link.gale.com/apps/doc/A443057721/AONE?u=ucalgary&sid=AONE&xid=4bc28cbb</p> <p>Dauvergne, C., & Marsden, S. (2014). The ideology of temporary labour migration in the post-global era. <i>Citizenship Studies</i>, 18(2), 224-242. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13621025.2014.886441</p>
March 2	<p>Midterm exam</p> <p>Models of incorporation</p> <p>Vasta, E. (2007). From ethnic minorities to ethnic majority policy: Multiculturalism and the shift to assimilationism in the Netherlands. <i>Ethnic and racial studies</i>, 30(5), 713-740. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01419870701491770</p> <p>Kymlicka, W., & Banting, K. (2006). Immigration, multiculturalism, and the welfare state. <i>Ethics & International Affairs</i>, 20(3), 281-304,401. http://ezproxy.lib.ucalgary.ca/login?url=https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/200475340?accountid=9838</p>
March 9	<p>Guest speaker Topic: TBA</p>

	<p>Immigrants and access to social services</p> <p>Reich, G., & Barth, J. (2010). Educating Citizens or Defying Federal Authority? A Comparative Study of In-State Tuition for Undocumented Students. <i>Policy Studies Journal</i>, 38(3), 419-445. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1541-0072.2010.00368.x</p> <p>Hampshire, James (2005) <i>The politics of immigration and public health</i>. Political Quarterly, 76 (2). pp. 190-198. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1467-923X.2005.00671.x</p> <p>Kraler, A. (2019). Regularization of Irregular Migrants and Social Policies: Comparative Perspectives. <i>Journal of Immigrant & Refugee Studies</i>, 17(1), 94-113. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15562948.2018.1522561</p>
March 16	<p>The multilevel politics of immigration (pre-recorded lecture to be available on D2L). Students are expected to read or listen the following materials that accompany the lecture:</p> <p>Guiraudon, V. (1998). Third country nationals and European law: Obstacles to rights' expansion. <i>Journal of Ethnic and Migration Studies</i>, 24(4), 657-674. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=6462430&site=ehost-live</p> <p>Paquet, M. (2014). The federalization of immigration and integration in Canada. <i>Canadian Journal of Political Science/Revue canadienne de science politique</i>, 47(3), 519-548. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S0008423914000766</p> <p>Hall, D. 2017, March 07. State (Sanctuary, Part 2) [Audio Podcast]. Retrieved from https://99percentinvisible.org/episode/state-sanctuary-part-2/</p>
Topic 3: Society	
March 23	<p>Explaining attitudes towards immigrants: competition for resources? (pre-recorded lecture to be available on D2L). Students are expected to read or listen the following materials as part of the lecture:</p> <p>Hopkins, D. J. (2010). Politicized places: Explaining where and when immigrants provoke local opposition. <i>American political science review</i>, 104(1), 40-60. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S0003055409990360</p>

	<p>9500 Liberty documentary https://www.youtube.com/watch?v=aNiGwsZ5dkI</p>
March 30	<p>Explaining attitudes towards immigrants: clash of cultures? (pre-recorded lecture to be available on D2L). Students are expected to read or listen the following materials that accompany the lecture:</p> <p>Ditlmann, R. K., Purdie-Vaughns, V., & Eibach, R. P. (2011). Heritage-and ideology-based national identities and their implications for immigrant citizen relations in the United States and in Germany. <i>International Journal of Intercultural Relations</i>, 35(4), 395-405. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0147176710000738</p> <p>Gravelle, T. B. (2018). Friends, neighbours, townspeople and parties: explaining Canadian attitudes toward Muslims. <i>Canadian Journal of Political Science/Revue canadienne de science politique</i>, 51(3), 643-664. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S0008423917001470</p> <p>Immigration and political parties</p> <p>Inglehart, Ronald F., and Pippa Norris. "Trump and the Populist Authoritarian Parties: The Silent Revolution in Reverse." <i>Perspectives on Politics</i> 15:2 (2017): 443-454. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1537592717000111</p> <p>Grande, E., Schwarzbözl, T., & Fatke, M. (2019). Politicizing immigration in Western Europe. <i>Journal of European Public Policy</i>, 26(10), 1444-1463. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13501763.2018.1531909</p> <p>Schmidtke, O. (2015). Between populist rhetoric and pragmatic policymaking: The normalization of migration as an electoral issue in German politics. <i>Acta Politica</i>, 50(4), 379-398. https://doi-org.ezproxy.lib.ucalgary.ca/10.1057/ap.2014.32</p>
April 6	<p>Media and immigration (pre-recorded lecture to be available on D2L). Students are expected to read or listen the following materials that accompany the lecture:</p> <p>Quinsaat, S. (2014). Competing news frames and hegemonic discourses in the construction of contemporary immigration and immigrants in the United States. <i>Mass Communication and Society</i>, 17(4), 573-596.</p>

	<p>https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15205436.2013.816742</p> <p>Caviedes, A. (2015). An emerging 'European' news portrayal of immigration? <i>Journal of Ethnic and Migration Studies</i>, 41(6), 897-917. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=101792031&site=ehost-live</p> <p>Lawlor, A., & Tolley, E. (2017). Deciding who's legitimate: News media framing of immigrants and refugees. <i>International Journal of Communication</i>, 11, 25. http://search.ebscohost.com.ezproxy.lib.ucalgary.ca/login.aspx?direct=true&db=ufh&AN=126812913&site=ehost-live</p>
April 8 Research Paper Due	
April 13	No class

INSTRUCTOR GUIDELINES

Students requiring assistance are encouraged to email the instructor and set up a date and time to hold a virtual meeting over Zoom.

Email is a common form of communication but it is not always the most effective way of answering student questions. If you cannot make office hours, please request a one on one meeting outside of these hours.

The instructor will respond to emails/voicemails within 24 hrs during weekdays, except for Friday. Any emails/voicemails received between Friday and Sunday will be answered by Monday at 12:00pm.

Students are welcome to use laptops and other electronic note-taking devices in this course. Please be considerate of others and switch off all cell phones when you enter the classroom. Sending/receiving texts and browsing the Web is extremely disruptive to others and will not be tolerated.

Any form of electronic or mechanic recording of lectures is not permitted, except for those students who have registered with Student Accessibility Services (SAS), and who, if determined necessary by an Access Advisor in SAS, require accommodation to make recordings of course material. Please refer to the Students Accommodation Policy below.

IMPORTANT POLICIES AND INFORMATION

Supporting Documentation and the Use of a Statutory Declaration

As stated in the University Calendar:

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, third party letter of support or a statutory declaration etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus. For a list of locations to access a Commissioners for Oaths, visit ucalgary.ca/registrar).

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

This statement is accessible at: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Please note that while the form of supporting documentation provided is at the discretion of the student, the instructor has the discretion not to accept the supporting documentation if it does not corroborate the reason(s) given for the exemption/special request.

Absence From a Mid-term Examination:

Students who are absent from a scheduled term test or quiz for legitimate reasons are responsible for contacting the instructor via email within 48 hours of the missed test to discuss alternative arrangements. A copy of this email may be requested as proof of the attempt to contact the instructor. Any student who fails to do so forfeits the right to a makeup test.

Deferral of a Final Examination:

Deferral of a final examination can be granted for reasons of illness, domestic affliction, and unforeseen circumstances, as well as to those with three (3) final exams scheduled within a 24-hour period. Deferred final exams will not be granted to those who sit the exam, who have made travel arrangements that conflict with their exam, or who have misread the examination timetable. The decision to allow a deferred final exam rests not with the instructor but with Enrolment Services. Instructors should, however, be notified if you will be absent during the

examination. The Application for Deferred Final Exam, deadlines, requirements and submission instructions can be found on the Enrolment Services website at <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Appeals:

If a student has a concern about the course or a grade they have been assigned, they must first discuss their concerns with the instructor. If this does not resolve the matter, the student then proceed with an academic appeal. The first step in an academic appeal is to set up a meeting with the Department Head. Appeals must be requested within 15 days of receipt of the graded assignment.

University Regulations:

Students are responsible for familiarizing themselves with the University policies found in the Academic Regulations sections of the Calendar at www.ucalgary.ca/pubs/calendar/current/academic-regs.html.

Student Accommodations:

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

Plagiarism And Other Forms Of Academic Misconduct:

Academic misconduct in any form (e.g. cheating, plagiarism) is a serious academic offence that can lead to disciplinary probation, suspension or expulsion from the University. Students are expected to be familiar with the standards surrounding academic honesty; these can be found in the University of Calgary calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>. Such offences will be taken seriously and reported immediately, as required by Faculty of Arts policy.

Copyright Legislation:

As stated in the University of Calgary Calendar, Academic Regulations, “students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the copyright act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.”

<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by->

[copyright.pdf](#) and <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>

Freedom of Information and Protection of Privacy (FOIP):

FOIP legislation requires that instructors maintain the confidentiality of student information. In practice, this means that student assignment and tests cannot be left for collection in any public place without the consent of the student. It also means that grades cannot be distributed via email. Final exams are kept by instructors but can be viewed by contacting them or the main office in the Department of Political Science. Any uncollected assignments and tests meant to be returned will be destroyed after six months from the end of term; final examinations are destroyed after one year.

Evacuation Assembly Points:

In the event of an emergency evacuation from class, students are required to gather in designated assembly points. Please check the list found at www.ucalgary.ca/emergencyplan/assemblypoints and note the assembly point nearest to your classroom.

Faculty of Arts Program Advising and Student Information Resources:

For program planning and advice, visit the Arts Students' Centre in Social Sciences 102, call 403-220-3580 or email artsads@ucalgary.ca. You can also visit arts.ucalgary.ca/advising for program assistance.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit their office in the MacKimmie Tower 116.

Important Contact Information:

Campus Security and Safewalk (24 hours a day/7 days a week/365 days a year)
Phone: 403-220-5333

Faculty of Arts Undergraduate Students' Union Representatives
Phone: 403-220-6551
Email: arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca,
arts4@su.ucalgary.ca
Students' Union URL: www.su.ucalgary.ca

Graduate Students' Association
Phone: 403-220-5997
Email: ask@gsa.ucalgary.ca
URL: www.ucalgary.ca/gsa

Student Ombudsman
Phone: 403-220-6420
Email: ombuds@ucalgary.ca

Campus Mental Health Resources:

SU Wellness Centre: <http://www.ucalgary.ca/wellnesscentre/>

Campus Mental Health Strategy: <https://www.ucalgary.ca/mentalhealth/>